

History (Roman)

The ground covered has been the same as that with VIII with the exception of the anecdote. The question as to whether the Roman people has a chance to form a republic at the death of Augustus was brought up, and aroused some interest; but the decision was that the prosperity of the Augustan age would not make people eager for a republic. This was dwelt upon in order to show the contrast that came later, when the emperors were not helpful to Roman affairs and yet the people, not having done so when they might, were not able later to attempt a republic. The question of the succession was dwelt upon and discussed at some length.

The class has read in "Rome the Middle of the World" the pages describing the Augustan Age. Augustus' method of restoring order aroused interest, and the question of whether law could be enforced unless the majority of the people were in favor of it was discussed and written upon. This Group did not ask to teach, and it was not suggested to them.

Miss Runyon.

Cooking:

The same as Group VI reported last week.

Music:

This group has had difficulty in expressing rhythm by notes on the board. One member has offered a melodic phrase and the others have attempted to write it in their books.

Mrs. Fern.

Sewing:

Same as last report.

Latin:

This week we have worked up the fable of the country mouse and the city mouse. Friday I gave them for sight translation the story of the mice who wished to bell the cat. I had been careful to introduce only a few new words and to have the new words similar to English words. The result was satisfactory. I think it showed they could make use of Latin words already acquired. In grammar work I am leading up to the genitive case.

Miss Schibby.

Art work.

Still working on Roman design. The object of the designing is to teach them to fill given space in a pleasing manner, to draw their attention to principles of good ornament and lead to accurate expression. I believe that the motive for production of ornament should be the same for the individual child as for the race, viz. the desire to beautify something which he has constructed. For that reason the designs are made for definite purposes. They are to be applied to articles made in either shop, sewing room, or other class work.

to Nov. 11

The children have been engaged in making furniture for their play house at the school and their smaller houses at home. They have made chairs for the kitchen and dining-room, and kitchen and dining-room tables.

They have dug earth in the garden to fill the window-garden box in the school.

They have made a visit to the kindergarten of the Kosminski school, played with the children there and invited them to return the visit.

They have begun preparations for Thanksgiving, have talked about the preparation in nature and the spirit of thanksgiving, and have made jelly for the day.

Some new games have been taken up and a little song about the departure of the birds.

Miss La Victoire.

History:

The children talked about the dispositions of the Negro people, their superstitions and legends. They thought most of our knowledge of the race was derived from Stanley's accounts, so we took up the Negro people in this country, how they came here and how they had changed from contact with white people, and why there were more in the South than the North. This showed the children that we could learn much from the Negroes here. Their stories would be much like those told in Africa, and as many of the children had heard Uncle Remus stories those that knew one told it to the other children, and I read them others. The children illustrated their favorite stories. The tar baby seemed to be the popular one. We talked about these stories as African legends, and how they were slightly changed from the original form. The children appreciated the innovations occasioned by civilization, and knew what elements to eliminate from the story to make it as they thought it was originally.

Miss Andrews.

Cooking:

Practical work in steaming ground wheat preparation.

Miss Warner.

Sewing:

Began spool work because the baskets, though not sufficiently done to be finally left, had been worked over so long as to have

Group I have lost much of their interest., and a temporary change was deemed advisable.

Miss Tough.

Art Work:

The work of the previous week was continued. The children attempted to illustrate what they had learned of the Africans hunting. They tried this again, placing especial emphasis upon the drawing of the people. They showed some improvement, but I find that after the children have once represented a subject it is difficult for them to render it in a different way. It is better to introduce a new subject which will involve the same technical aim.

A live rabbit was given to the class for representation. The rabbit was in a box, where it was difficult for the children to observe it well. They were a little afraid to attempt the drawing of it at first, but finally the majority of the class succeeded in showing some of the characteristics of the animal. One drawing was excellent. Another child who said she couldn't draw a rabbit because she never could draw animals, ended by making a charming little picture of a rabbit sitting on its haunches in front of a hole. This hole was in the trunk of a tree, and she explained that he had gone to call on his friend who lived in this house and he was just pulling the bell.

Miss Cushman.

Music:

Sang songs with special reference to their rhythm.

Mrs. Kern.

History: Group II.

The combinations belonging to a wandering horde have been introduced following the first combinations for defense. A very long, long period of time was supposed to have passed from the time of Ab and his children. The length of this time is brought to the children's consciousness by the following means: They were told that just as the huge sea serpents disappeared for unknown reasons, so for reasons unknown to them the larger animals, such as the cave bear, tiger and mammoth disappeared. They were also told that the time was so long that the little deer of Ab's time had increased in size and become more valuable prey for them. The small horses had also grown so that they now were slightly larger than the Shetland ponies; that the time was so long that the climate had changed, and that the great quantities of ice had formed north where they lived. The melting of this ice formed great torrents which came down and changed the little creek at the foot of the cliffs where their caves had been into a river; that one time in the spring the floods so increased the size of this river that it washed away the bottom of the cliffs so that the caves collapsed; that the people who had lived there had watched the progress of the flood and fled in time. The question of a future place for living was easily settled from the fact that through the effects of the same changes the animals had been driven further from the river to the plains southwest, and thither the people decided to go.

What they would take with them was then elaborated, and brought out the fact that by this time they had discovered

the use of clay. The manner of discovery was suggested by the children as the drying of the top of the clay bed and the ability of the dry clay to hold water for a little while to have been noticed by some clam-diggers. They then made the first sun-dried dishes,- which could only be used for holding nuts and berries and dry food. Then they suggested the effect of fire upon clay might have been first noticed by building a fire on a clay bank, and the baking of a layer under it. The effect of heat on clay and the necessary details of proper making and drying of clay dishes were worked out in the time apportioned to science with Miss Hill.

The new place of residence necessitated new shelter and the huts made of the branches interlaced were suggested by the children.

The time spent in developing the above chain of events was divided. About two-thirds of the time was spent in discussion, and one-third in illustration by means of drawing. This was too great. In the discussions the question of distance came up again and again, and I found that their idea of a day's journey of twenty-five miles were vague. It could only be made clear by means of time, not space. They added up the distance some of them said grown people in their families had walked in a certain time, and got a whole day's journey. The difficulties of this three days' journey were passed over lightly, as the question of their adaptation to their new conditions was deemed more important.

Miss Camp

Cooking:

The children examined the different wheat preparations. Talked about the different methods of preparation and how they differed in ~~different methods of preparation~~^{the} amount of starch and cellulose contained. ~~Time one half hour.~~^{hour} ~~Practical~~ work same as Group I. Cooking took half an hour, luncheon a half hour.

Miss Harmer

Sewing:

Continued the spool work.

Miss Tough.

Science:

Roasted and boiled chestnuts. The boiled ones they were able to compare with the cereals they had cooked and the popping of the roasted ones when their shells had not been cut showed the expansion of the meat of the nut under heat even without the addition of water.

Miss Hill.

Music:

Same as I.

Mrs. Kern.

Art Work:

Technical object the study of the figure. Subject, the primitive tribes hunting in the plains. This subject was quite similar to the one of the week previous, only colored chalk was used. Greater stress was laid upon the figure. Pictures were shown them of the nude figures of the little children, (One of

Peel's paintings) and their attention was called to the proportion and lines of the figure.

Reading Lesson:

Seeds are scattered by birds. Seeds like apples, cherries, plums, peaches, woodbine, pear, prunes, dates, catbrier. The birds let the seeds drop after they have eaten the good part. The plants make their fruits so good that the birds will eat them.

The milkweed seed is scattered by the wind, because they have little twigs that are like threads. Dandelions are scattered by the wind and cat tails, golden rod, asters and thistles.

Pine seeds and maple seeds have wings like butterfly's wings. The wind makes them sail. Linden seeds are like the pine. The wing is larger.

Burrs are scattered by people and furry animals, dogs and lions and squirrels. They stick to their hair because they have hooks. The burrs tangle up in dog's hair. Sand burrs are round and small and have no hooks.

Cooking:

Same subject as II. The children asked why the cereal lumped when boiling water was poured over it. It was a question among them as to whether it was caused by the woody fibre or the cellulose. The following experiments were tried.

(1) Boiling water was poured over the pure starch which made a lumpy mixture. Examination of the mixture showed the water changed to a cloudy jelly.

(2) The lumps contained two kinds of starch; one was like jelly, the other was pure white, more like the raw starch. The jelly starch seemed to cover the white starch and prevent its being touched by the water.

(3) Starch was separated with an equal quantity of cold water and a smooth milky liquid was the result. Boiling water was then added. The liquid remained smooth but became clearer. The children decided it was not clear enough to be considered thoroughly cooked. The mixture was put on the flame and the children watched it change to a clear starch paste. The cereal was then prepared without directions.

Miss Warner.

Music:

Same as II.

Art Work:

The same as II.

Reading:

The Story of Ab and Bark.

Bark shot Beech-leaf in the arm with a bow and arrow. He tied a sinew on one end of a springing stick. Then he brought it over to the other end and tied it. He was making music with this and he picked up a stick and put it on the string. Then he pulled the sinew back and let it go. It shot Beech-leaf in the arm. Ab came and Bark ran behind a tree. Bark said he would come out and show Beech-leaf how he did it. When Bark held it up to show Ab, he shot him in the arm. Then Bark ran behind the tree again and dropped his bow and arrow. Ab picked it up but thought it was too small. So he broke off a branch of a tree and took a sinew and tied it to the branch just as Bark did. Then he took it in to Old Mok. Old Mok was the man who made arrow heads. He laughed at it. So Ab took Mok out and shot at an oak-tree and the arrow went into the tree. Then Mok went in and made a big bow and arrow.

Manuak Training:

History:

The work with III differed in the following particulars from that given for II. They have spent more time in discussions of distances of travel and in devising means of overcoming difficulties in the way, such as crossing rivers. The reason they developed for leaving their caves was that of the withdrawal of game to the south-west.. As the game withdrew they developed the idea of parties going out for several days hunting and imagined the condition of affairs with those left at home, without food, and suggested that to avoid the repetition of such trials the removal of the whole company to the plains near the game. The discovery of clay dishes was told by the children in much the same way as in group II. I attempted to have them work out the weapons, dress and utensils of the people starting out with chalk. The drawing of individual articles was all right, but they could not represent the men thus accoutred because of too much detail. Miss Camp

Sewing:

Finished overhauling oven-cloths begun the previous week.

Miss Tough.

Botany:

Studied Russian thistle as representative of a new method of dissemination.

Miss Andrews.

Science:

Same as II.

Miss Will.

Group IV.

to Nov. 11.

History:

The subject for the week was the village community as we had developed it, and its effect on neighboring villages under various conditions. For defense against nomadic tribes a combination was formed and a high place fortified which could be used in time of need, abandoning for the time their fields. The children drew on paper a picture of the village with the fort showing in the distance.

The combination with other people made new acquaintances and was a means for bringing out by a story the early marriage customs, first by capture and later by purchase. The various occupations belonging to village life were brought out by having the children making different things at the time the news was brought of the advancing horde. Basket making, pottery, grinding of corn were actively going on, the materials for these being at hand.

As a convenience in calling together the various villages the horn was invented from a ram's horn. The children deduced the way it was made from their own experience with willow whistles.

I had a picture of Gideon with his three hundred men, horns and pitchers which I shewed the children, and supplied the parts of the story they could not give. The fact that these horns, though made of bronze, followed the shape of the Ram's horn somewhat was pointed out. What sound was and how it could be intensified was mentioned briefly.

The differentiation of occupations has been alluded to

from time to time, and was more fully developed by bringing in a trader. He was supposed to bring amber from the Baltic. I showed them a piece of amber, explained its nature and properties, and then the children looked at an outline map on which only the ^{places} things we have studied about are named, and decided the route by which a single trader might have gone from the Baltic sea to our residence north of the Black sea. They chose the rivers as likely to be the easiest, and because as they explained, "He could find his way back".

Miss Runyon.

Science:-

The children discovered by failure that it was impossible to succeed in thoroughly drying a large quantity of grated potato & to ascertain the loss of water, because of the inevitable loss of managing a large quantity. The idea of using only a sample of conveniently mixed grated potato was got from them by questions, and each proceeded with a definite quantity, - one or two ozs. After deciding what a sample was, it was interesting to note that the most logically minded ones thought themselves of stirring the whole mass before taking out their small amount, in order to get a fair sample. This then was dried and reweighed, and the amount of water lost was then calculated by them as a class, but each one arriving independently at his conclusion. Great difficulty had been experienced in making them realize the importance of a clear record at the time, because the difficulty of writing is so great. When it came to comparing of results obtained their records were found imperfect

and the necessity of repeating the whole experiment in order that they might make their won contribution to the general result made a serious enough impression so that there will be no more trouble with the records.

Two experiments only were successful in recording and calculating results. Three fourths was found to be the part of water. The accurate analysis gives 78 per cent. Miss Camp.

Cooking:

The preparation of macaroni and white sauce. Miss Warner.

Sewing:

Ripped and button-holed openings in bags for the passage of drawing-strings. Also twisted drawing strings and ran them through the casings. Miss Tough.

Music:

Has attempted to make a complete original song to have ready for the Christmas season, but the idea was abandoned as the children's interest died out before the various obstacles, and it was not thought best to urge them to the work. The idea was suggested by the fact that several older groups were working out such songs. Mrs. Kern.

Art Work.

Same as Group III.

Group V.

to Nov. 11

History: (United States)

Special topic for the week was the social life of the people of New York. This brought in the occupations of the people, both men and women, school life of the children, how and what they were taught; style of houses, furniture, etc.

Part of the time has been spent in making spelling books of the words misspelled in written work. The children began a record, or note book, of the people of New York.

Alice Morse Earle's "New York" was used. to Miss Bacon

Cooking:

Same as V.

Sewing:

Continued work of the previous week.

Science:

Studied weeds in regard to their disseminations from an economical point of view. i.e. the slowness of dissemination of seed of cultivated plants was compared with that of wild plants, or weeds. The fact that unless the latter were scattered easily they would soon die out was brought out. The harmfulness of weeds was mentioned and the way in which farmers try to get rid of them. The children saw that the most harmful weeds were those that had the best method of dissemination.

Miss Andrews

Music:

The children sang the scale together, and then each child sang. They are learning to recognize two, three and four pulse rhythms, to improvise phrases, and then pick them out on the piano.

Miss Blanchard.

Art:

Technical aim: perspective and figure study.

Subject: John Alden walking through Plymouth woods on his way to Priscilla. The first day they represented the woods in colored chalk. Attention was called to the relation between near and distant trees. On the next day John Alden was drawn in charcoal. This was supposed to be a preparation for the final representation of the subject.

Miss Cushman.

History, (United States):

The subject has been the settlement of Rhode Island and of Connecticut, the breaking away of the colonies from Massachusetts and the reasons for it, and the government formed. The early laws of the colony, founded on the scriptures were discussed. Spelling books have been made of words misspelled in written work. Miss Bacon.

Number Work:

Continuation of work already reported.

Cooking:

Study of meat preparations: manufacture and composition. Recipes were made in following manner. A different preparation was cooked at each table, an average was made of the four results obtained at each table and a complete record made.